

DEVELOPMENTAL DISABILITIES COMPREHENSIVE PLAN

2003-2008



proud past, promising future

CLARK COUNTY
WASHINGTON

Department of Community Services

Clark County will assist all people with developmental disabilities to have the opportunity to achieve full, active, integrated and productive lives.



CHOICE



INCLUSION



PARTNERSHIPS



ACCESS

Clark County Developmental Disabilities Advisory Board

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ACKNOWLEDGMENTS

This plan represents the culmination of twelve months of work and dedication by professionals, community volunteers, consumers, and advocates. It is intended to reflect a significant degree of community consensus about the continued roles that people with developmental disabilities can play in this community.

Special thanks are extended to the Clark County Board of Commissioners for their commitment to the people with developmental disabilities and their continued interest in developing a long-term strategy for developing and improving community programs and opportunities. The Commissioners have been instrumental in setting policy direction and establishing a leadership role for our local county government.

Thanks are also extended to the members of the Developmental Disabilities Advisory Board for their active and tireless participation in numerous community meetings and planning sessions. The completed product is truly representative of the advisory board's strong commitment to improving and enhancing the lives of people with developmental disabilities.

It is also important to acknowledge the excellent staff assistance on this project provided by Mary Strehlow, the County Developmental Disabilities Manager. Mary's professionalism and responsiveness contributed greatly to the quality of this report.

Appreciation is extended to Dr. David Mank, Indiana University, and Lyn McIntyre and John Lund for the excellent technical assistance and the support which they provided throughout the development of this plan. And finally, appreciation should also be extended to the following groups who provided input and comment: People First, local school districts, State Division of Vocational Rehabilitation, State Developmental Disabilities Case Services, local service providers, family members and other advocates.

*Deanna Summerhill, 2003 Chairperson
Clark County Developmental Disabilities Advisory Board*

EXECUTIVE SUMMARY

Mission Statement

Clark County will assist all people with developmental disabilities to have the opportunity to achieve full, active, integrated and productive lives.

During the last 10 to 12 years the systems and supports for individuals with developmental disabilities have changed dramatically. In **1990** when the first Comprehensive Plan was published, services locally reflected the ***initial stages of supported employment and dominance by large group homes. Slots rather than individuals were funded and most of the people worked in sheltered workshops.*** Only 12 people had retired from employment and they were in a new program called Community Access to assist them in being part of their community.

Funding for young adults transitioning from local schools had never been appropriated. Young ***people graduated from our local schools and they went home to wait*** for adult services to become available. ***Adults waiting for service almost equaled the number of adults being served.***

At that time all children birth to three had some access to early intervention services, but screenings for delays were irregular and unfunded. There was limited outreach to let families know that these services were available for their children. Although inclusion was desired, it was not often achieved and most services were found in developmental centers.

Even since the last Comprehensive Plan in 1996, the systems and supports for people with developmental disabilities has continued to change. ***Over 82% of the working adults with developmental disabilities are now employed*** in community jobs through supported employment. One specialized industry remains, but their numbers continue to decline. ***Community Connections (Community Access) has grown to 54 people***, mainly due to retirement from employment. ***The numbers of adults receiving county funded services and supports has grown by 250% since the 1990 Plan.*** Enrollments in Early Intervention services have followed the same trend and numbers have doubled.

Since funding for students graduating from local high schools was first allocated in 1991, 201 young adults have received county funded supports and services. Young people and their families have selected the services that they received and ***87% requested community jobs.*** This trend is expected to continue as the expectations for jobs, wages, and opportunities expand and education programs continue to improve their work experience outcomes for all students.

Early Intervention services have moved toward ***natural environments.*** Families are now able to receive a variety of services in the location of their choice. Plans are developed which support the family as well as the child experiencing delay.

Partnerships with others in the community and community associations have become a core element of the local Developmental Disabilities system. Businesses, neighborhoods, schools, and

Values/Principles

The Developmental Disabilities Program will reflect the following values for individuals with developmental disabilities and their families.

✓ Choice

Services and supports will be individualized and customer driven. Individuals and families will have the power, authority, and ability to personalize and direct supports to achieve life typical of community members.

✓ Inclusion

Individuals with disabilities and their families should have opportunities for natural interactions and participation in all aspects of community life.

✓ Partnerships

Clark County promotes active partnerships including business, education, service providers, and neighborhoods in order to ensure that all individuals with developmental disabilities and their families have the opportunity for formal and informal supports. Formal supports and services should foster independence and personal growth while informal supports should encourage friendships and community membership.

✓ Access

Individuals with disabilities and their families in Clark County should have access to the supports needed to live, work and fully participate in local community life.

government are all discovering the gifts and contributions that citizens with disabilities make. As people experience education together, work as co-workers in local businesses, and become neighbors together, the services will continue to shift and the partnerships will expand.

In 1996, the number one public request of the County and the Developmental Disabilities Advisory Board was for more Information/Education & Advocacy. Since that time this has been a major thrust for the Clark County Developmental Disabilities Program. ***Information and education*** has been made available to all community partners, vendors, individuals with disabilities, and families. The need for good information/education is expected to increase, as funding becomes more complex and individuals with disabilities become more involved in directing their services and supports.

After eight (8) public meetings in late 2002, they indicated a switch in public sentiment. The number one community priority was **employment**. We anticipate continued growth in this area as more and more graduates request jobs.

The focus of supports and services now and into the future will continue to emphasize ***individual abilities, personal choice, support to families, and inclusion*** into local community life. That means regular jobs and typical living situations. In Clark County, as well as throughout the country, there are ever increasing efforts to implement the principles of self-determination: freedom, control of resources, support, and responsibility.

Today individuals and families increasingly ***direct the supports and services*** which they receive. For people and their families who are self-directing their services, they are now ***negotiating what is purchased and authorizing payments*** for those services. Individuals receive assistance in creating a plan and exploring all potential resources to implement that plan. The use of multiple resources as well as generic resources and natural supports will continue to be explored during the next five years. In addition, Clark County and the Developmental Disabilities Advisory Board will stress those activities that encourage the community to include and ***value the gifts and contributions*** that people with disabilities have

to offer.

LEGAL MANDATE

To coordinate and provide services to people with developmental disabilities and their families and provide the following indirect services to the community.

- 1) Serve as an information and referral agency within the community for persons with developmental disabilities and their families;
- 2) Coordinate all local services for persons with developmental disabilities and their families to insure the maximum utilization of all available services;
- 3) Prepare comprehensive plans for present and future development of services and for reasonable progress toward the coordination of all local services to persons with developmental disabilities.

RCW 71.A

CLARK COUNTY MISSION STATEMENT

Clark County will assist all people with developmental disabilities to have the opportunity to achieve full, active, integrated and productive lives.

VALUES/PRINCIPLES

The Developmental Disabilities Program will reflect the following values for individuals with developmental disabilities and their families.

✓ **Choice**

Services and supports will be individualized and customer driven. Individuals and families will have the power, authority, and ability to personalize and direct supports to achieve life typical of all community members.

✓ **Inclusion**

Individuals with disabilities and their families should have opportunities for natural interactions and participation in all aspects of community life.

✓ **Partnerships**

Clark County promotes active partnerships including business, education, service providers, and neighborhoods in order to ensure that all individuals with developmental disabilities and their families have the opportunity for formal and informal supports. Formal supports and services should foster independence and personal growth, while informal supports should encourage friendships and community membership.

✓ **Access**

Individuals with disabilities and their families in Clark County should have access to the supports needed to live, work and fully participate in local community life.

INTRODUCTION

This is the [third](#) Comprehensive Five-Year Plan developed by Clark County. It provides an overview of programs and initiatives that can be of significant benefit to Clark County citizens with developmental disabilities. Emphasis in this plan is placed on efforts that will most likely enable people with developmental disabilities to be productive, active and vital members of the community throughout their lives.

The responsiveness of our community is contingent upon accurate understanding of the strengths, needs, issues, and trends related to individuals with disabilities and their families. This plan summarizes the information and explains the increasing demand for services and supports that better enable individuals to live as independently as possible and participate actively in their community.

Specifically targeted are the estimated 6,178 children and adults with developmental disabilities that now reside in Clark County. It is comprehensive in the sense that reference is made to a wide variety of support needs and program initiatives. Particular attention has been placed on those aspects of the service system that are regarded as the primary responsibility of the public sector to implement or that the public sector can stimulate.

The plan also places a strong emphasis on community education/information, advocacy, and technical assistance efforts. These efforts are increasingly important as more major changes are likely to occur during the next several years.

GOAL AREAS

The Developmental Disabilities Comprehensive Plan for Clark County builds on an agenda and direction for services for people with developmental disabilities that was begun in 1990. This current plan is expected to set the direction for services and community interaction through the year 2008. Goals were based on a number of considerations including a critical review of the current service system, trends at the local, federal, and state levels of government, as well as community input from consumers, families, friends, advocates, and service providers.

The following goals were developed during the planning process which included a series of eight community meetings held at various locations throughout Clark County. These goals will be reviewed annually in order to track progress, reflect system changes, and respond to rapidly changing political, social, and economic environments.

Employment

Expand the development of job opportunities for all working age adults which are community-based and responsive to an individual's personal interests, strengths, and support needs. Jobs should promote inclusion, foster natural supports, and encourage career development

Transportation

Increase or maintain access to quality public transportation in all areas of Clark County.

Housing

Improve access to safe, affordable, and accessible housing throughout Clark County including opportunities for home ownership.

Recreation/Leisure

Increase opportunities for individuals to be included in recreation, leisure, and neighborhood activities. Leisure opportunities should emphasize personal interests and connections with other community members.

Early Intervention

Strengthen community partnerships to ensure that all children birth to three receive early intervention services and families receive needed supports and services.

Aging Issues

Improve access and participation to community opportunities for individuals with disabilities who are now seniors.

Transitioning High School Students

Continue to insure that all students with developmental disabilities graduating from high school have access to a job, appropriate formal or informal job supports, or additional educational opportunities as well as other needed community supports or linkages.

Community Information & Advocacy

Improve information/education efforts throughout the community in order to better inform individuals with developmental disabilities and their families of opportunities, choices, and issues as well as increasing public awareness of the community at large. Continue strong advocacy in the areas of employment, education, transportation, recreation and family support.

In Washington State a Developmental Disability is defined as:

- A disability attributable to:
 - Mental retardation
 - Cerebral palsy
 - Epilepsy
 - Autism
 - Another neurological or other condition closely related to mental retardation
- Originates before age 18
- Expected to continue indefinitely
- Constitutes a substantial handicap

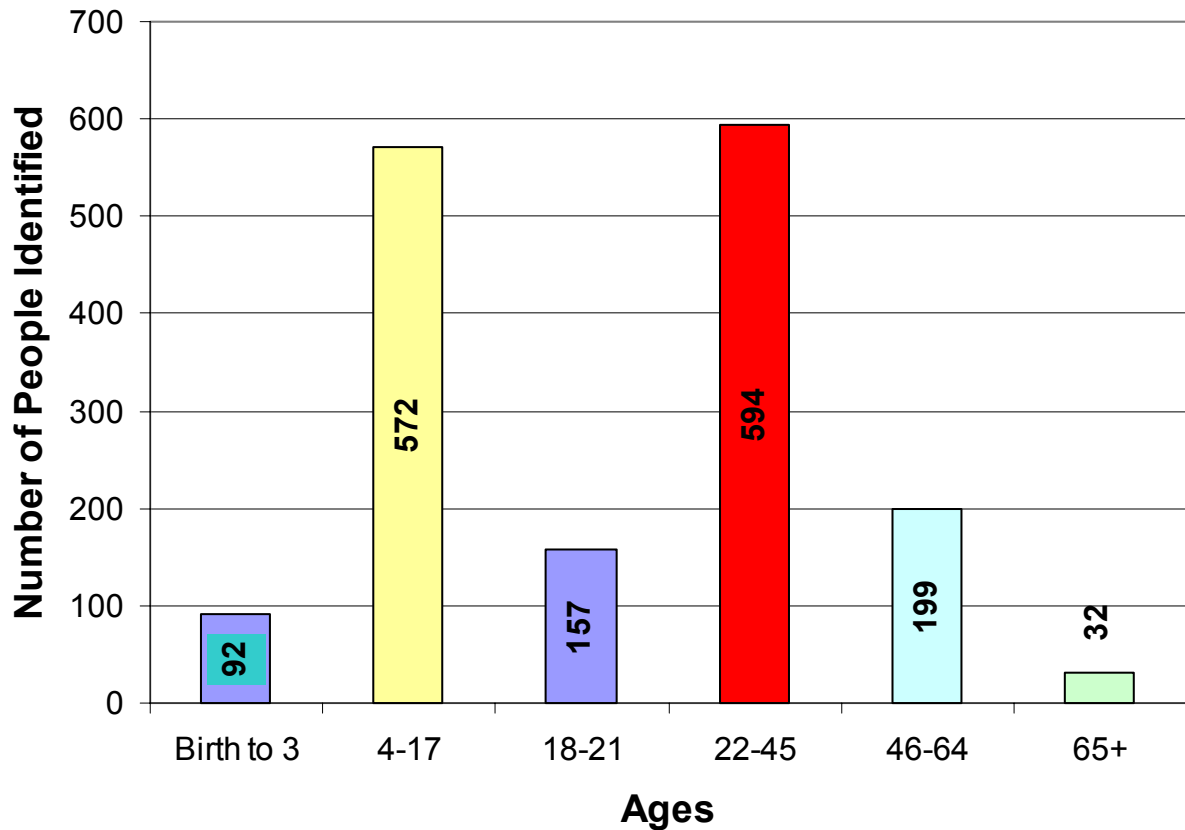
Definitions of Disabling Conditions

MENTAL RETARDATION:	IQ of 69 or lower and deficits in adaptive behavior.
CEREBRAL PALSY:	Damage to brain causes lack of muscle control.
AUTISM:	Impaired cognitive and perceptual functioning.
EPILEPSY:	Abnormal electro-chemical brain discharges cause various seizures.
ANOTHER NEUROLOGICAL: OR OTHER CONDITION	Examples are spina bifida and spastic quadriplegia caused by brain damage before age 18.

Based on population and prevalence formulas, there are approximately **6,178** children and adults with developmental disabilities who live in Clark County. Currently **1646** individuals are known to the State Division of Developmental Disabilities and are eligible to receive state funded services.

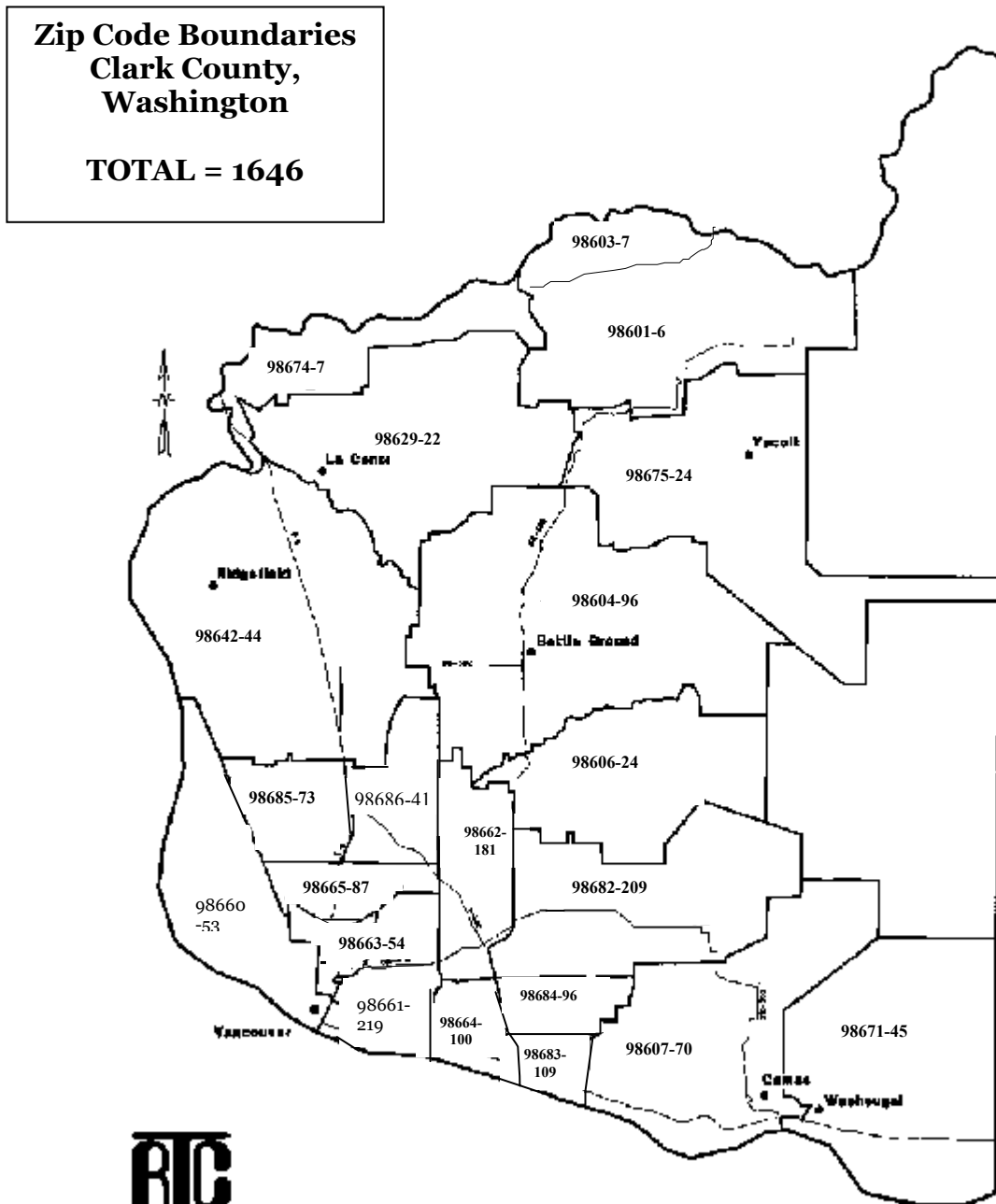
**AGES OF PEOPLE IDENTIFIED BY CASE SERVICES
IN CLARK COUNTY**

Total = 1646



People with developmental disabilities live in a variety of residential settings throughout the county. Although most children live with their families, 35 children with developmental disabilities live in foster care in the county.

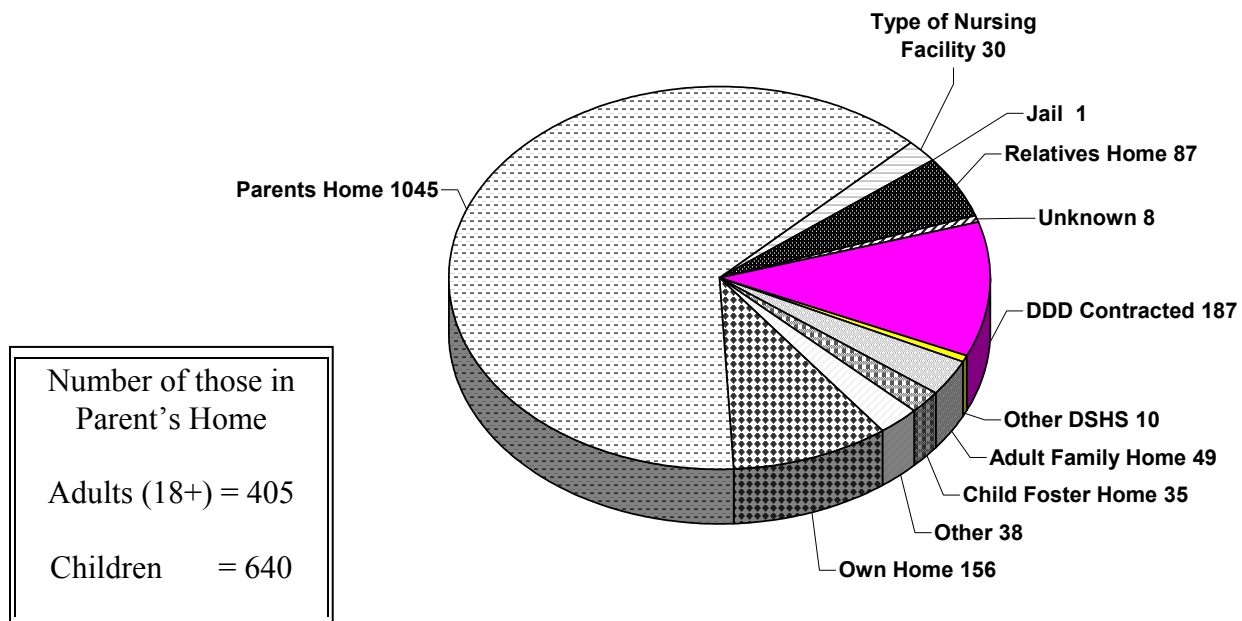
The figure below shows the number of children and adults with developmental disabilities known to the state case management system living in each zip code area.



OTHER – 72 (Post Office, Zip Code not listed on database, etc.) June 2003

The following data is based on those individuals known to state case services. Most children and many adults live at home with their families. 156 adults live in their own homes with no formal support services. The remaining adults live in either residences with supports that are designed for people with developmental disabilities or in homes with generic formal support programs sponsored by the Washington State Department of Social and Health Services that provide long-term custodial care.

**Persons in Clark County Identified By
Type of Residential Service
Total = 1646**



FORMAL SUPPORTS

Current Service System

The developmental disabilities system represents a system shared by both the state and the county. Washington's State Department of Social and Health Services, Division of Developmental Disabilities is mandated to provide or fund services for eligible children and adults with developmental disabilities. Services are provided to the degree that funding is available through state legislative appropriations and local designated dollars.

Case management services and state institution services are provided directly by State employees. Family support services such as respite care and community based residential programs are contracted from the state to local service providers. Other services including early intervention, employment and employment training, and community connections are provided through state contracts with each county as well as local county funding. Recreation and leisure programs have been supported through local efforts, nominal fees paid to the specific programs, and volunteers. Access to all programs, which have state funding, is through the state case management system.

In addition to funding services, counties are mandated to provide information and referral, plan for the development of future services, and coordinate all local services for persons with developmental disabilities and their families.

Recent and future impending policy changes at the federal and state level have thrust the current system into a time of uncertainty and change.

More than specialized services, individuals with developmental disabilities need the ordinary, everyday things that all people need (i.e. employment, a place in the community, and friends). Beyond that there are a variety of specialized services in Clark County designed for children and adults with developmental disabilities. While individuals and their families may need supports from a variety of formal and informal systems, the listing here primarily represents formal specialized supports found in this community.

Services for Children

There are a number of programs and services available to children birth to three years of age who have developmental delays and their families within Clark County. Three of these programs are designed specifically for children who have significant developmental delays. These early intervention programs provide support and training for families as well as needed therapeutic services to children.

Training and education for parents, support groups for families, integrated pre-school, adaptive equipment, and specific individualized therapies are all services currently available. Since the fall of 1989 local school districts and Educational Service District (ESD) #112 have been collaborating with Clark County to fund the services for children birth to three. The involvement of school districts and ESD #112 has enhanced the outreach efforts and is maximizing the opportunities and options available to infants and toddlers with significant developmental delays and their families.

Information/Education

The availability of information and opportunities for training are very important to most families of children and adults with developmental disabilities. Throughout Clark County there are generic parent education programs and classes. Clark College for example offers parent education classes for families of children with and without disabilities. Parents enroll as students of the college and participate with their children in a variety of developmental experiences.

In addition, some specialized services have developed to better support the information needs of families whose children experience a substantial delay or developmental disability.

Family Resource Coordination

This service is designed to assist families and non-specialized service providers. Information, support, and resources are available to infants and toddlers with developmental delays and their families. The information, assistance, and support are primarily used when families are making decisions about services or connecting to community resources shortly after a delay has been identified.

Parent to Parent

The focus of this program is on the one on one matching of parents of children with developmental delays or disabilities so that these families might provide each other with support and assistance. In Clark County the Parent to Parent Program also sponsors a support group as well as training for parent mentors.

Parent Coalition

The Clark County Developmental Disabilities Parent Coalition is a program sponsored by the Clark County Developmental Disabilities Program. Its purpose is to provide people with disabilities and their families with a support system that:

- Links them with their natural support system – the community. Helps them to better understand and access various systems.
- Involves them in decision making at the state and local levels.
- Provides current, accurate information and networking opportunities.
- Forms a power base to advocate for the needs of people with disabilities in our community.
- Helps new parent groups get established and serves as a resource for leadership and leadership development in new and existing groups.

Parent Coalition plays a major role in furnishing information to families of children and adults with developmental disabilities who live in this community.

Family Support

Currently, the Division of Developmental Disabilities provides funding to families both directly and indirectly to assist them in maintaining individuals at home with parents or relatives. Funds are used for a variety of goods and services such as respite care, attendant care and specialized therapies.

Services for Adults

The major focus of day program services for adults with developmental disabilities is employment and community participation and inclusion. Employment offers all individuals, with or without disabilities, access to other citizens of the community, a way out of poverty, and independence from any service system. In situations where employment is not possible, services are available that assist individuals in participating in their communities and strengthening relationships with other community members.

Personal Agents

Personal Agents are individuals who provide information and technical assistance to individuals with disabilities and their families. They are generally requested to provide intensive person centered planning to address ways to meet personal needs and assistance with negotiating the use of individualized funding to purchase needed community services and supports.

Benefits Analysis

As personal income for people with developmental disabilities has increased, the complexity of managing finances and benefits has also increased. Benefits Analysis is a review and plan for the use and coordination of an individual's benefits by a trained professional who is experienced in Social Security and SSI regulations as well as other benefits that may be available to assist people with disabilities.

EMPLOYMENT

There are three broad categories of employment services available to adults with developmental

disabilities. These are Competitive Employment, Supported Employment, and Specialized Industries.

Competitive Employment

The Division of Vocational Rehabilitation (DVR) has primary responsibility for competitive employment programs. DVR can provide short-term vocational assessment, placement, and training. Since people are seldom followed once they are placed on a job, individuals must rely on their own skills to maintain themselves in the job. This alternative offers individuals a wide range of work choices and possibilities but no long-term support.

Supported Employment

Supported Employment is defined as paid employment for persons with developmental disabilities for whom Competitive Employment at or above the minimum wage is unlikely and who, because of their disabilities, need ongoing support to perform their work. Support is provided to consumers, employers, and/or coworkers through activities such on-the-job training, support to maintain the job, and long term assistance. Supported Employment is conducted in a variety of settings and work sites in which persons without disabilities are employed, as well as self-employment.

As used in Washington, “Supported Employment” has four essential characteristics:

1. It is paid employment in a regular business or industry.
2. It occurs in a setting in which there are no more than eight workers with a labeled disability.
3. The workers and/or their employers are provided some form of publicly funded, job-related assistance on an ongoing basis (such as extra training and supervision; job modification; counseling; transportation assistance; or any of a wide variety of other support services).
4. The workers have regular and frequent opportunities to interact with non-disabled persons (other than paid staff) during the course of their workday.

These guidelines show how Supported Employment is different from traditional rehabilitation services. Traditional services focus on short-term assistance and training in order to produce long-term employment. For many people with disabilities, initial training and assistance of short duration will result in meaningful and lasting competitive employment. For other people who have more severe disabilities, short-term support will be insufficient for obtaining and maintaining employment. It is for these individuals that Supported Employment is designed.

There are two approaches to Supported Employment depending primarily on the support needs of the individual.

Individual Employment

Individual Employment establishes employment opportunities for individuals with severe disabilities in local business or industry on a one-person/one job basis on jobs at or above minimum wage. A support organization develops the job based on an individual’s interests, assists with training the individual and then provides ongoing support and retraining to the individual, the employer, and/or co-workers. Self-employment has emerged as an option for some individuals. The support organization assists the individual with a business plan, taxes and other details of self-employment.

Individual employment continues to be the preferred employment option for the county and the state. It is the most requested service and the priority for county funding. Wages tend to be higher and opportunities for inclusion greatest in this type of employment service.

Group Supported Employment

Group Supported Employment is an approach in which a group of eight or fewer individuals perform work tasks within a host company in the community or as part of a crew that travels site to site. An agency provides supports to the individuals and works with the company. A trained supervisor is always at the work site. Payment for work performed may be above or below minimum wage but is always commensurate with pay to others within the host company or the general local job market. Workers with disabilities receive the same benefits with respect to working hours, lunch and break time. This approach maintains some of the benefits of integrated employment while providing the continuous support required by some individuals for long-term job success.

Specialized Industries

Specialized Industries are businesses organized and designed primarily to provide employment for adults with disabilities. Specialized Industries differ from Group Supported Employment in that larger groups of people with disabilities are employed in the same setting, and there are lower percentages of non-disabled persons employed in the setting.

Specialized Industries seek local commercial opportunities to establish business components on a sub-contract, prime manufacturing, or service basis. The Specialized Industry then provides training, job modifications and job-related support needed for the disabled workforce to productively perform the available work.

As more and more individuals move to jobs in the community, or retire from work, there will be further reductions in the number of individuals served in Specialized Industries. Based on needs assessment information and personal requests, Clark County will continue to see a decrease or elimination of Specialized Industry Services. There is currently one Specialized Industry providing services in the community.

The state proposed elimination of this service as a budget reduction to be considered by the 2003 Legislature. Although this reduction was not taken, movement away from this service as a funding category is expected to continue.

Recreation and Leisure

Recreation and leisure opportunities for children and adults with disabilities are important contributors to quality of life. Currently, some of these opportunities are segregated, while there is great effort to include and connect people in others.

Community Connections

Community Connections was designed for those adults who cannot be enrolled in employment or other community programs due to the severity of their disabilities, the frailty of their medical condition and the current inability of the system to meet their employment needs, or those persons who have retired from employment due to age.

Community Connections focuses on personal independence, community participation, life

enjoyment and enrichment through activities, special assistance, advocacy, and education. Services are individualized to address the growth and interaction needs of the participants. Community

Connection services aim to assist individuals with disabilities to make meaningful connections with their communities through the use of generic systems, natural supports, and other community associations. As those individuals eligible for Community Connection services are our most disabled and difficult to support there is an even greater need to ensure maximum opportunities for community connection in order to minimize segregation and devaluation.

Parks and Recreation Programs

Generally, parks and recreation programs offer a number of classes or activities that are appropriate for individuals with disabilities. These might include: individual sports programs (such as swimming, jogging, weight lifting, and skiing), craft classes (such as pottery, woodcrafts, or macramé), or outdoor activities (such as hikes, day trips to different events or areas of interest). Usually a fee is required. The Vancouver-Clark Parks and Recreation Department sponsors most of the programs offered in Clark County. In addition, the city has summer day camp that is offered by the Parks and Recreation Department, which is popular with families of children with disabilities.

PEOPLE FIRST

PEOPLE First is a self-advocacy group. People with disabilities join together to learn their rights and responsibilities as citizens in our community. The group meets weekly and is open to anyone over the age of eighteen (18). This is an active group that sponsors candidate nights and other political activity as well as recreation and learning opportunities for members.

Education

Clark College offers organized and supervised classes in adult basic education. These classes are offered at no cost, are provided in an off-campus setting and work is designed to meet the educational needs of the students. At times individuals enroll in generic Clark College classes when the classes meet the needs of an individual student. Some individuals have worked out modifications to classes that have enabled their participation in general Clark College classes.

Residential Services

Residential programs provide supports for eligible adults within a variety of different living alternatives. They are operated under contract with the State of Washington, and the Division of Developmental Disabilities provides oversight. Upon request, case management makes the referral to a community residential provider. The options available currently in Clark County are all non-facility based.

Residential program Options in Clark County:

Independent Living

This is not actually a service or a program. More people with developmental disabilities, than ever before, live in their own homes or apartments without formal or paid supports. Occasionally, this option incorporates low-income, section eight housing as well as informal supports, such as assistance from family, friends and companions or roommates.

Supported Living

Supported Living is a non-facility based residential service. Supports are provided to individuals who live in their own homes or apartments in the community. Support organizations are certified by the state to provide support and training from a few hours per month, up to twenty-four hours per day. Individuals pay their own rent, utilities, food, and personal expenses while the state pays for the staff who provides support and training.

Adult Family Homes

Adult Family Homes are not funded by Developmental Disabilities residential dollars, but have become a primary option during the past few years because they are one of the most available residential choices for people with developmental disabilities. These homes are licensed and regulated by Residential Care Services under DSHS. Providers are paid a service fee, often funded by an individual's SSI check and Medicaid personal care, for room, board and supervision or care. These homes are not required to provide training or habilitative services but may receive additional monies for doing so. They vary greatly in the quality of care and training provided to residents.

Companion Homes

The Companion Home is a relatively new support model of 24-hour care. Providers must be willing to make a commitment to the individual to share their home, including him/her as a fully participating member of the household. Other services include supervision, personal care, transportation, providing activities and all other necessary support the individual needs.

Living with Family

Living at home may be an appropriate option for families with adult children who have disabilities. However, since families who select this option may not always be able to care for their children, long range planning is critical for all persons in the areas of housing, guardianship, day program needs such as employment and recreation. At the present time, most transitioning students must live at home unless crisis or other unusual situations exist. Other families may be exercising this option due to lack of alternatives and lack of access to suitable alternatives. The Division of Developmental Disabilities case manager can assist families with some service options if the individual chooses to remain at home.

The mere presence of any of these living alternatives does not ensure that adults with severe disabilities will have access. Eligibility requirements and waiting lists may exclude some individuals.

Clark County has made substantial progress in the development of housing for people with developmental disabilities. Specialized non-profits have been able to access local, state and federal funds to support infrastructure development. Home ownership is an emerging opportunity, which will allow individuals to build equity and stabilize housing costs.

There continues to be a lack of residential support and training services. This is particularly true for young adults graduating from special education programs. Some families have become creative in developing their own informal supports, but not all families are able to arrange this, especially if an individual has higher support needs.

Specialized Service Needs

Children and adults with developmental disabilities have consistently demonstrated abilities beyond the expectations of professionals, families, and service providers. This, plus the fact that education and training technology continues to advance at rapid rates, results in a service system and community that are faced with constantly changing support needs of these individuals. In addition, more and more young adults with developmental disabilities have had the benefit of special education and early intervention. The expectations and abilities of these young adults and their families reflect the effort and advancements of both the special education system and early intervention services. Technological advances, increased abilities and expectations are anticipated to continue to change what is requested and needed from all systems that provide services.

Although the use of generic, natural supports is encouraged and growing, it is anticipated that there will continue to be a need for services specifically designed to support individuals with developmental disabilities and their families.

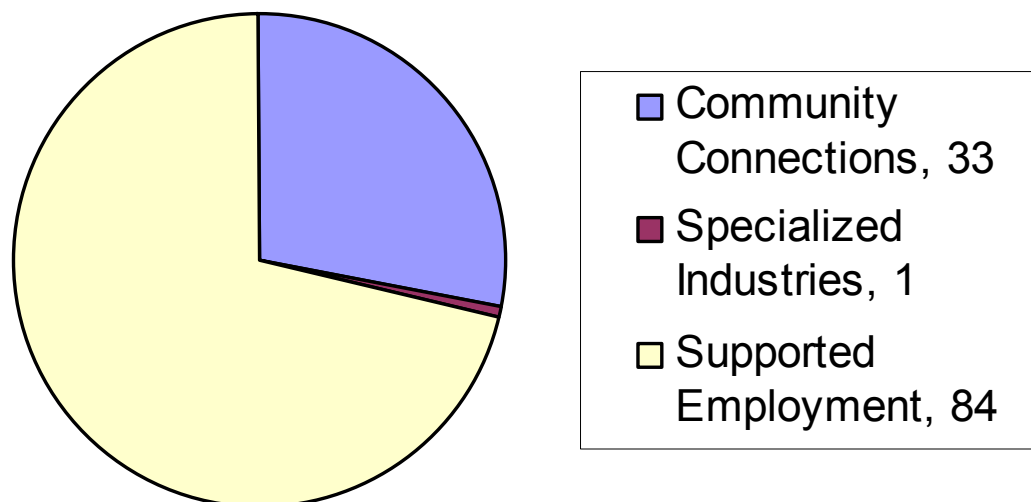
Generally, supports and services to people with developmental disabilities are not based on individual or family income. Children with developmental disabilities are born into families at all income levels in the county. At least 90 percent of adults with developmental disabilities have incomes below the poverty level.

LOCAL SERVICE NEEDS

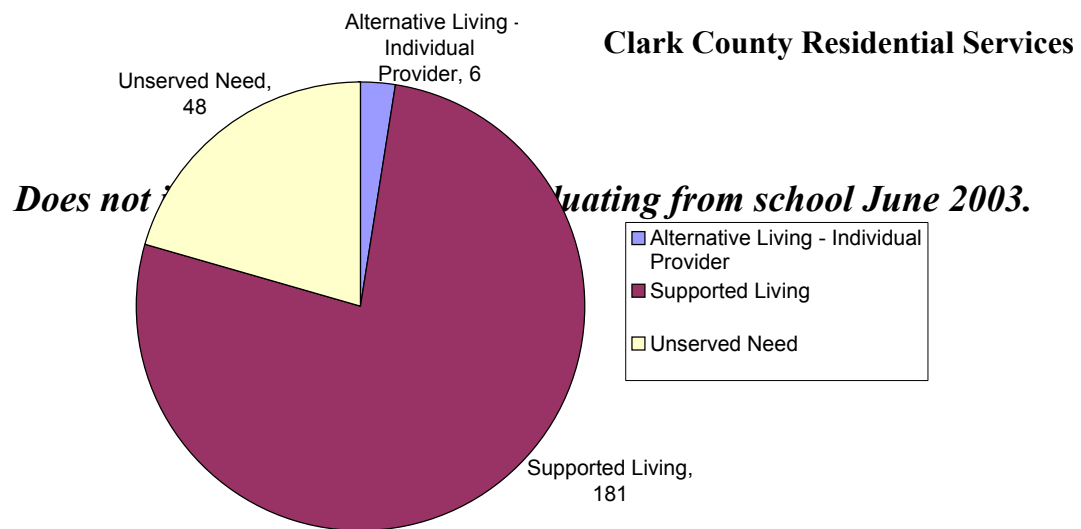
The following charts and graphs are based on information from state case services regarding the local needs of individuals eligible for services through state case services in Clark County.

This graph represents the specialized service needs of individuals who at this time remain unserved.

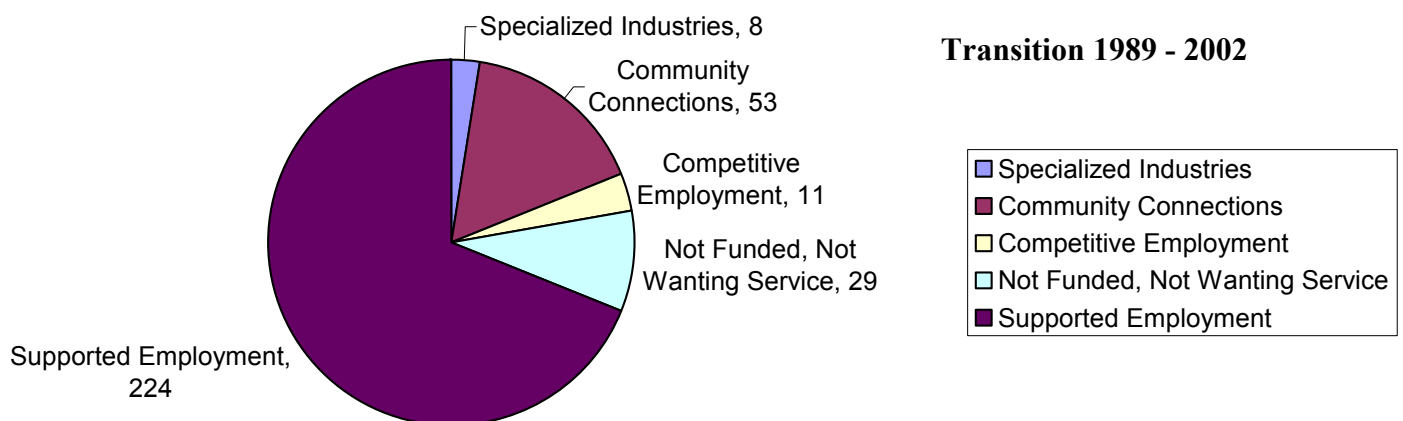
**2003 Clark County Contracted Services
Specialized Service Needs – Unserved**



Residential services are identified in this graph as well as the needs of unserved individuals waiting for these specialized services.

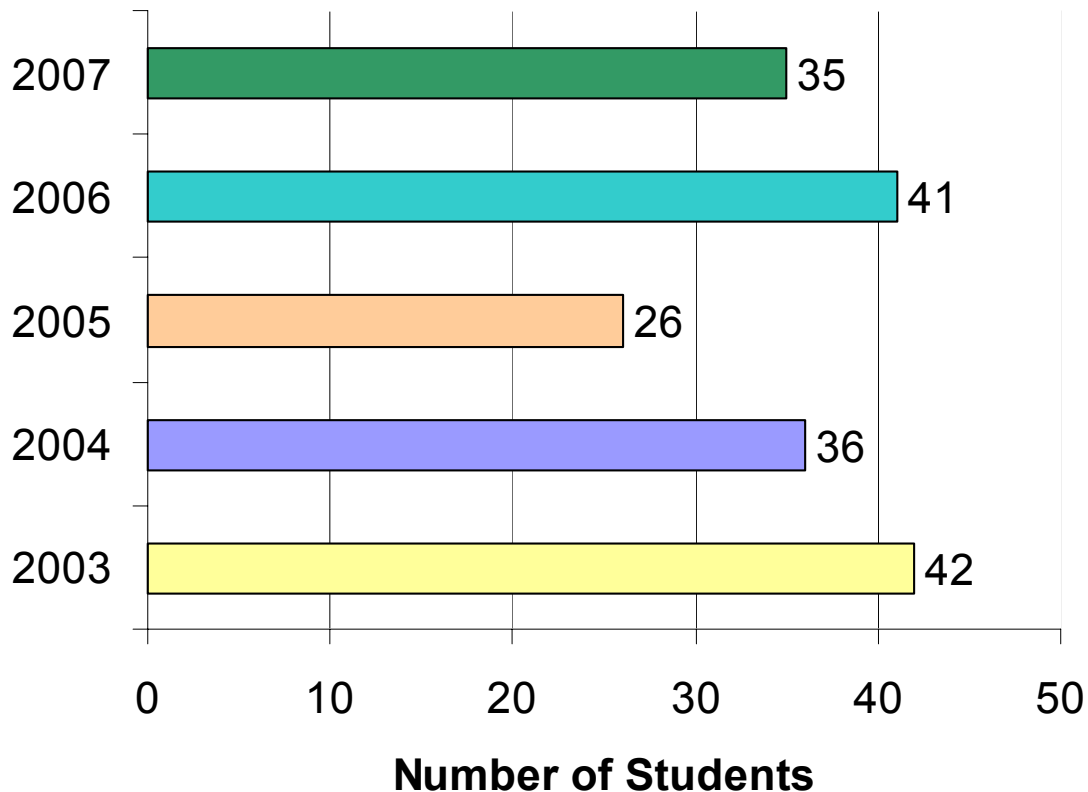


During the previous five-year plan, services to students transitioning from special education were a priority. The following chart identifies the services requested and received from 1989 through 2002 by these students and their families.



Services to young adults are again a high priority of both the Clark County Developmental Disabilities Advisory Board and the community. During the course of this plan a minimum of 180 students are expected to graduate from local school district programs, and their requests are expected to be similar to previous years.

Minimum Number of Transition Students Expected for 2003 to 2007



Support to families of individuals with developmental disabilities is very important to maintaining the health and energy of families

The average number of families receiving Family Support Services through the State Developmental Disabilities Services monthly is 297. There continues to be 478 people with unmet needs.

▪	SERVED	297
▪	UNSERVED	478

System Capacity

The capacity of the service system has not kept pace with the need and demand for services. This is demonstrated by waiting lists for services all across Washington State. Clark County has also experienced this lack of adequate resources. As federal and state resources for social services continue to be scarce and even decline, the problem is expected to grow.

Clark County's service system will need to develop many strategies to cope with this situation. One method is to continue developing collaborative relationships with other systems which reduce duplication and maximize the use of all available resources. Collaboration with the public schools to adequately meet the needs of children birth to three and their families has been one example of this effort. Increasing the collaboration with school districts around students' 18-21 years of age is another essential strategy. Developing creative ways to work with businesses that employ people with developmental disabilities will also be important in order to expand the capacity of the current formal service system. One essential way to maximize resources is for individuals to more effectively utilize Social Security Benefits. The expanded use of Work Incentives such as the Plan for Achieving Self-Sufficiency (PASS) and Impairment Related Work Expenses (IRWE) is a priority for the County and State. Increased collaborative efforts are also necessary in the areas of mental health services, recreation, retirement services, and transportation.

INFORMAL SUPPORTS

People assist each other at work every day, neighbors support each other informally in a variety of activities, churches come to the aid of their members by providing transportation, emotional support, and sometimes meals. Not all assistance in life comes from a formal service system or organization. This is true for people with and without disabilities.

Many of these informal community supports have systematically over the years been eliminated in the lives of people with developmental disabilities. With the advent of formal services, often willing informal supporters are overlooked and excluded. While neighbors, friends, and extended family cannot be expected to replace the formal services, neither can formal support services replace the informal sharing between friends or assistance given and received without a service plan.

In Clark County there are an increasing number of individuals with developmental disabilities becoming employed with short term, little, or even no support from the formal service system. Employment programs are increasingly building on the natural supports between coworkers so that informal supports can be in place when the formal program is not there.

During the course of this five-year plan, Clark County will endeavor to partner with individuals with developmental disabilities, families, formal service providers, and the community to explore and expand the role of informal supports. It will also be an opportunity to discover how formal services can augment rather than replace informal supports in the lives of people with developmental disabilities and their families. At this time there is more information needed on the capacity and willingness of Clark County to informally support and include all of its citizens.

Future Directions

Community Description

The percent of children experiencing developmental delays in Washington State continues to remain fairly constant. Some of these children will need services and supports as adults while others will reduce or eliminate that need because of the availability and quality of early intervention services.

Currently it is also estimated that 1 percent of all children born in the state have some delay as a result of parental involvement with alcohol and drugs. The use of alcohol and drugs has increase in Clark County during the last five years. In May of 2003, it was estimated that 25%-30% percent of children receiving early intervention services have families where alcohol or drug use is a significant problem. It is unclear what the impact of the increased use of alcohol and drugs in Clark County will be on children in the future.

During the last 10 years, the population in Clark County has grown 41 percent. For that same period the number of children and adults with developmental disabilities who are identified and eligible for services has grown by 98%. While much of the growth was related to children, many have now graduated from local school districts and are seeking services from both the county and state Developmental Disabilities programs. This places considerable strain on the system resources and waiting lists have again grown.

For many years the major growth areas have been children and 18-21 year old young adults. This trend is expected to continue and considerable effort will remain with young adults transitioning from local school districts. Research demonstrates that if appropriate adults services are not provided for these young adults, the gains of the special education system begin to be lost after three weeks of sitting at home. A significant challenge will be to reach these young people early in order to capitalize on the efforts made by the local special education systems. Clark County's significant increase in the actual numbers of young adults transitioning from the schools is expected to stress the capacity of the system to provide appropriate supports and services during the next five years.

The number of individuals reaching retirement age has grown by 72 percent in the last 5 years. While the actual number remains small, it continues to grow much like the general population. New ways of providing service and including people in the activities of seniors around our community will be a priority during the next five years.

Across the country there has been an astounding increase in the number of individuals who experience autism. For many years it was cited that autism occurred in 4.5 out of every 10,000 live births. More recently, the prevalence estimates have been revised for Autism, Asperger's Syndrome, and Pervasive Developmental Delay. They now range as high as 250 to 500 out of every 10,000 live births.

Clark County is no exception and there is a significant increase in the number of children and young adults who experience autism or autism spectrum disorder. Information/education, training, and technical assistance will be needed throughout the community to understand the unique needs of these individuals and families. While some local expertise has recently been developed, it is not sufficient to adequately meet the growing demand. Efforts to collaborate with others such as education, agencies, technical assistance organizations and the community at large will all be important priorities in the years to come.

Most children and adults with developmental disabilities live with their families. There is no expectation that this will diminish or change in the future. The majority of individuals who are considered medically fragile and adults whose parents are becoming elderly themselves are also living with their families. This

has made support to families more important than ever before.

During the course of the last five-year plan, there was a significant increase in the number of individuals and couples who live independently. Many require small amounts of support from a service system or family, but the support they need looks very different from the long term care of days past. In addition, more couples continue to marry and some become parents. There continues to be a need for support to couples and families rather than just individuals.

As people with developmental disabilities continue to assume regular lives, their issues should be brought to the attention of generic associations, organizations, and educational institutions. Their needs are not unique, but may require some accommodations.

Service Changes

Over the last 20 years the focus of the service system has been to move away from looking at the deficiencies and inability of people with developmental disabilities. It has moved beyond the forced segregation of the early years of institutional downsizing. The focus now and into the future is on individual abilities, personal choice, independence, and inclusion in all aspects of the local community.

The State of Washington identifies four trends that are driving the growing demand for services. They are: continuing increases in life expectancy, growth in the number of parents becoming to elderly to care for their adult children, medical advances that continue to save the lives of premature infants, and the general population growth that Washington has experienced. While the number of people who are eligible grows at about 6% per year in Washington State, in Clark County, the growth has been almost 10% per year.

As state and federal budgets become strained, there continues to be some risk of returning to congregated and segregated services. While these are not actually less expensive, they are less complicated to manage. It will take vision, vigilance, and creativity on the part of everyone in order to keep the service system moving forward, serve the increasing numbers of people, and avoid a return to the past.

Throughout the country there are efforts to implement the principles of self-determination: freedom, control of resources, support, and responsibility. These are basic American values and rights that have often been denied people with developmental disabilities. During the last five-year plan, Clark County began a systems change to a self-directed system. This effort is expected to continue and expand during the next five years. Self-determination/self-directed services change the nature of the relationship between people with disabilities and those who provide services and run service systems. It requires an increased level of partnership and communication between families, agencies and system managers.

The movement of self-determination as well as the increasingly difficult fiscal environment and growing number of individuals waiting for service fuel the continued movement toward system change. There is opportunity at this time to create systems that are more equitable, more effective, and more efficient in supporting people with developmental disabilities and their families.

All future state and county services will have an increased expectation that working age adults work. This is a renewed emphasis on the importance of employment in all people's lives including adults with developmental disabilities. Within this value, services and supports that are developed in the next five years will continue to be individualized and self-directed.

The renewed support for the Residential and State/County Guidelines continues. These documents affirm the following values for people with developmental disabilities and their families:

- Power and choice

- Integration/inclusion
- Relationships
- Status and contribution
- Competence
- Health and safety

The governing principle in the provision of services in Clark County is that people with developmental disabilities and their families should have as much control as possible over resources. Supports that are developed will be individualized and opportunities should promote people's ability to live as independently as possible. The purpose of supports is to enhance individual abilities by assisting each person to grow in personal relationships, to have choices, to have a valued social role, and to be participating members of the community with ordinary living experiences. County services will continue to move in the direction of individualized, flexible services that promote inclusion and community connection.

During the duration of this plan, there will be an increase emphasis on flexible supports that are available, as needed rather than long term constant supports that have little relationship to individual need. Efforts will be made to further refine the methods of control that individuals and families have over decision making and resource allocation practices. There is also renewed interest in maximizing the use of Social Security Work Incentives and other federal incentive programs. Use of these benefits may be a way to expand or enhance supports that are available to people with developmental disabilities that work and will be a priority for exploration during the next five years.

Since 1989 there has been a constant decrease in requests for segregated services. This trend is expected to continue as an increasing number of students graduating from local high schools have community based work experiences and most request community based jobs. Support for any service that maintains a segregated environment will continue to diminish. One of the priorities for service in the future will be young people who graduate from local schools with paid employment.

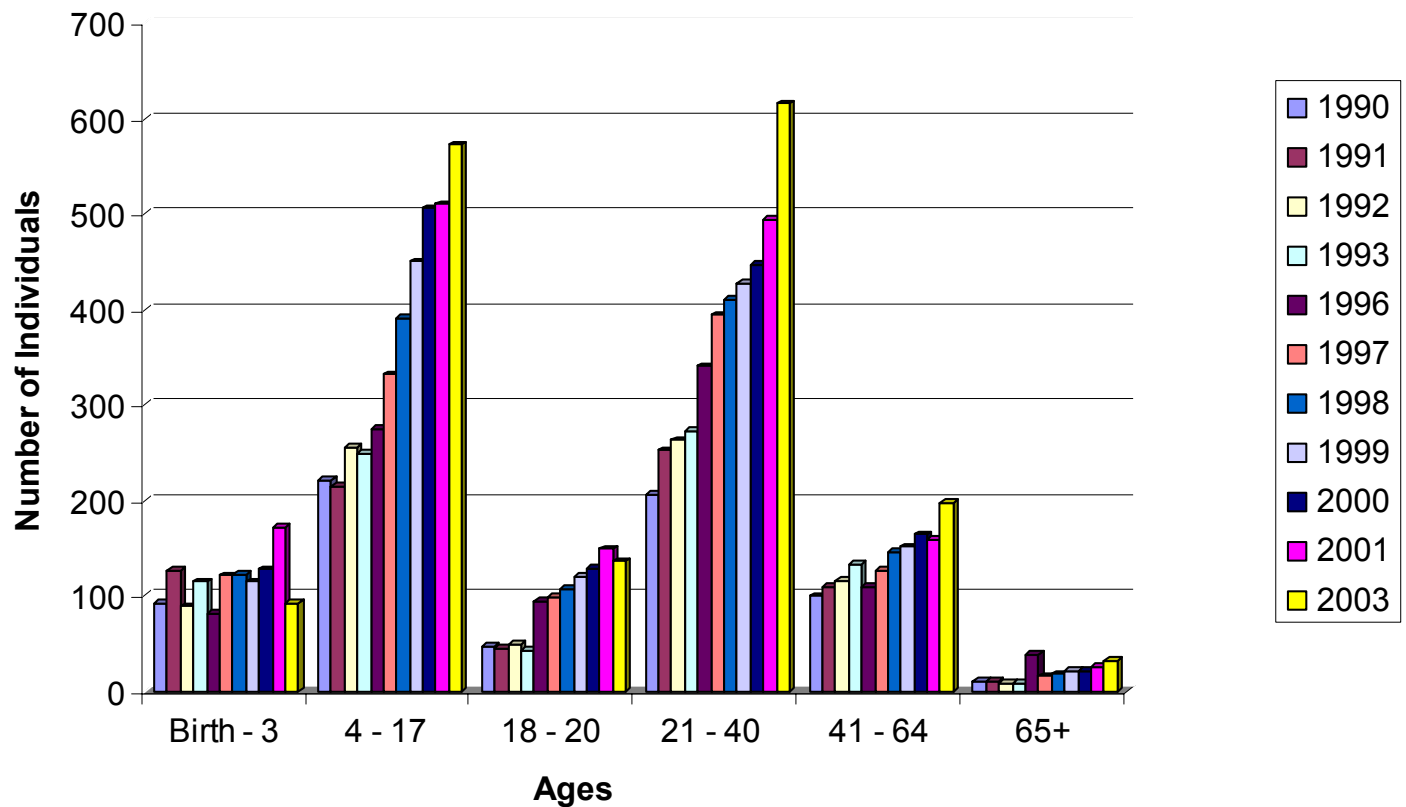
As technology becomes more and more a part of our daily lives, families and system partners have to find ways to include children and adults with developmental disabilities. Many of the technological advances can support and assist individuals with disabilities to have lives that are increasingly typical. The challenge over the next five years will be to provide opportunities for individuals to meaningfully participate in the technology advances being developed around us.

Building the capacity of a community to welcome and include all members ultimately reduces costs to formal service systems. It also enhances the quality of life for all community members including those with disabilities. Efforts undertaken during this plan will be directed toward improving Clark County's capacity to understand, include, and welcome citizens with disabilities into all parts of community life. Clark County associations, institutions, and businesses should all be reviewed as potential partners in building our community. These groups have already demonstrated a willingness to include and support citizens with developmental disabilities.

As funding becomes increasingly strained and cost containment becomes more and more important, new and more effective business practices and partnerships will need to be forged throughout the community. The county, specialized service providers, other services systems, local generic services, school districts, C-Tran, and others can no longer operate in isolation. It is essential that resources are maximized and coordinated to eliminate costly duplications and wasted resources.

Ages of Individuals Known to Case Services & Clark County.
NOTE: data for 1994 and 1995 is not available.

Ages of Individuals Known to Case Services & Clark County 1990 thru 2003



EVALUATION

The evaluation plan for the Developmental Disabilities Advisory Board Comprehensive Plan is designed to provide for continuous review and evaluation. The evaluation forms on the following pages have been designed to enable Clark County and other interested parties to track the county's progress against the plan and ensure that all goals get needed attention. It allows the county to respond to changes and provide clear documentation of all activities. Finally, the evaluation plan format allows the Developmental Disabilities Advisory Board to address goals in a systematic way.

Goals and Activities are listed on the following pages. They provide a view of the Developmental Disabilities Advisory Board's direction and plans for the upcoming years. Updates, including planning with the community, will be conducted annually.

This format provides the Developmental Disabilities Advisory Board and Clark County with both formative and summative evaluation information. All program activities flow from the goals and objectives listed on the following tracking plan.

During the last Comprehensive Plans, this information proved to be quite useful for accountability, a record of decisions and strategies, and in providing a way to adjust the plan as time went on

Goal: Employment			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Increase the number of people in paid community jobs of choice to all people served in the county system.	I. Expand the number of people with the choice of 30-40 hr per week jobs	Data available.	Continue data collection and compare with past years.
	II. Track the number of people: unemployed, working 0-19 hr per week, working 20-29 hr per week, working 30+ hr per week no longer needing publicly funded support	Data tracked and published quarterly.	Continue to track and publish data quarterly. Distribute published data. Review and refine data to be published. Expand consumer and family access to published data.
	III. Increase the number of people in jobs with benefits and career plans - track and publicize.	Revised benefit information collected monthly. Number of individuals with benefits: 2003	Compare with available state/national data Disseminate regularly.
	IV. Provide opportunities for people with more severe disabilities to work.		Continue to collect data on all jobs quarterly. Continue to collect and refine benefit data.
	V. Develop data management system to improve reporting outcomes and better manage individual budgets.	Track number of individuals with benefits.	Refine presentation of data to meet the needs of specific audiences. Continue involvement in state data system. Expand reporting potential.

Goal: Employment			
2. Insure a focus on choice in career planning.	I. Expand the use of person centered planning for employment	Provided training as needed. Use Person Centered Planning or Mapping when moving to individual budgets.	Build capacity of Personal Agents and others to accomplish planning activities and continue system change.
	II. Increase the control people with disabilities and families have over resources by expanding the use of individual budgets.	Currently about 30% of the system is involved with individualized budgets and services. Continue to add qualified vendors to service system as needed.	Continue phasing informed choice, resource control, and responsibility into existing services. Work with W.I.S.E., Indiana University, University of Montana, and Gold and Associates to continue systems change and expand self-directed services.
3. Expand local partnerships with businesses.	I. Connect with existing business associations to promote increased hiring.	New partnerships developed with healthcare.	Begin connection with PROJECT Search.
	II. Create corporate development plan. III. Develop partnership with CREDC, Chambers of Commerce Workforce Development Council and Downtown Business Association to promote the employment of persons with developmental disabilities.	Work with O'Neill and Associates on corporate development. Partnering on DOL Grant with WDC and local agencies.	Explore second employer focus group. Establish new connect with Vancouver Chamber.

Goal: Employment			
4. Create attention and improvements in quality of employment	<p>I. Identify training needs with vendor and families</p> <p>II. Provide a minimum of 4 trainings annually.</p> <p>III. Revise contracts to better identify outcomes.</p> <p>IV. Utilize evaluation system to assist with quality improvement efforts.</p> <p>V. Focus on improving quality in vendor contracts.</p> <p>VI. Report quarterly to DDAB.</p>	<p>Compiling training requests and needs.</p> <p>Developed inventory of contract items some to change and some to maintain.</p> <p>Risk Assessment conducted annually. Onsite reviews conducted a minimum of once per biennium. Reviews conducted for FY 03.</p> <p>Repos given at DDAB meetings.</p>	<p>Develop training plan for the FY.</p> <p>Ongoing discussions with vendors regarding quality and system design.</p> <p>Revise contract for FY 04.</p> <p>Collect data from annual reviews and identify any potential areas for improvement.</p> <p>Change contracts as needed to encourage quality. Continue working with WISE, University of Indiana, and vendors to implement major contract revisions.</p> <p>Explore incentives for employment vendors.</p> <p>Provide increased information to consumers and families.</p> <p>Expand reports to provide better information to DDAB.</p>
5. Expand public sector employment opportunities	I. Promote increased hiring city, county, state and federal agencies.	Clark County, City of Vancouver, C-Tran, Washington State, and Bonneville Power all have SE positions.	Increase hiring opportunities. Provide targeted assistance to public sector employees.

Goal: Employment			
	II. Expand opportunities to CPU, education, & others.	Established contract for staff dedicated to working on expanding public sector opportunities.	Continue to participate in City & County hiring panels.
6. Explore increased use of Social Security Work Incentives & other potential benefits	<p>I. Expand access to benefits planning.</p> <p>II. Increase capacity of local Benefits Analysis.</p> <p>III. Provide training to families, case managers, & others regarding the use of Work Incentives.</p>	I FTE available for Benefits Analysis	<p>Identify second FTE for training & certification</p> <p>Incorporate into training schedule. Work with Griffin/Hammis as needed.</p>

Goal: Transition			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. All students graduate with the opportunity for employment in the community or continuing education.	I. Provide information to families of transition age students & others still in school.	Transition information provided through case services and school districts. Transition Workshops held annually.	Revise system of providing information to local school districts and families prior to last years of high school. Work with school districts to coordinate efforts related to Transition. Work with school districts to provide information to families all during school years.
	II. Prioritize students graduating with paid employment for adult services.	Transition funding received 1989-2002. No state funding allocated for 2003.	Work with Advocacy Coalition and ACHS for future funding.
	III. Support middle school and high school efforts in work-based learning. IV. Expand the use of Social Security Work Incentives for those students transitioning from local school districts.		Continue to support school efforts on Inclusion through technical assistance. Develop information packets for families. Increase the use of incentives by 18-21 year old young adults. Increase use of Benefits Analysis by transition age students. Provide Training for families

	V. Participate in planning for students graduating in 2003.		<p>Work with local school districts to begin planning process with families at a younger age.</p> <p>Develop clear information/training series to assist families and other stakeholders.</p>
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Goal: Early Intervention			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Ensure that all children with disabilities and their families in Clark County receive early intervention services.	I. Participate in local screenings as needed.	Screenings occurring throughout county.	
2. Create an information campaign regarding early intervention & disability issues and resources.	II. Collaborate with local school districts and others to fund services for children birth to three and their families.	Clark County and local schools co-funding since 1989. Contracts changed to reflect family centered services. Services available to all children who are identified and eligible.	Work with all districts to maintain efforts. Work with community groups to ensure choices for families.
	I. Meet with local groups to support current information efforts.		Continue to identify local groups and information needed.
	II. Work with county media personnel to participate in providing information.	Screenings advertised.	
	I. Participate in local Interagency Coordinating Council.	Attending ICC meetings regularly.	Continue to participate in Part C Funding Committee.
3. Maintain advocacy and funding partnerships with community groups involved with infants and toddlers.	II. Increase family access to services in natural environments.	Working with contractors to increase natural environments options.	Continue to support efforts. Track and publish data. Organize training related to Natural Environments.

Goal: Housing			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Expand availability & use of affordable housing and housing resources	I. Support the existing non-profits that address special needs housing.	Two specialized non-profit housing developers in county. Both have projects in Clark County. 4 completed, 1 opens 2004 Regular updates taking place.	Increase information to families regarding housing options. DDAB letter of support for housing projects as requested. Work with case management to bring together residential vendors. Provide regular opportunities for housing information. Explore funding options for roommate matching service connected with housing.
2. Develop local opportunities for choice in housing and home ownership.	II. Provide information to DDAB on Housing and Residential issues. I. Disseminate information on ownership possibilities. II. Work with Housing staff & non-profits to increase the number of individuals who own housing. III. Provide information on low-income options.	Participated in Home Choice Lender Training.	Continue to explore & expand this option. Develop resource information for families.

Goal: Transportation			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Develop community partnerships around transportation issues in Clark County.	I. Partner with senior groups, rural groups, disability organizations, and residential providers to maintain & enhance service.	Partnerships limited & not currently active.	Support efforts of community groups to create transportation options.
	II. Advocate for available public transit solutions.		
	III. Participate as needed in C-Tran planning.	<p>All transit is accessible, but not always available.</p> <p>Comprehensive Plan shared with C-Tran annually.</p> <p>Working with C-Tran staff on customer satisfaction issues.</p>	<p>Identify routes that would be important to maintain or expand.</p> <p>Meet with People First for information exchange.</p>
	IV. Collaborate with C-Tran and other community organizations to identify creative solutions to service reductions related to I-695.	Participated in C-Tran public meetings.	<p>Gather information regarding the impact of service reduction. As needed.</p> <p>Work with University of Montana (Rural Institute) on creative transportation solutions for rural areas.</p>

Goal: Recreation and Leisure			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Create opportunities for individuals to be included in recreation, leisure, and neighborhood activities.	I. Expand opportunities with City of Vancouver & local health clubs.	Some opportunities exist through City of Vancouver, Dances and widely popular summer recreation program.	Increase opportunities for inclusion.
	II. Increase the use of person centered planning to identify meaningful community connections.	Progress monitored and tracked. Technical assistance provided to support and encourage changes.	Continue to implement individualized changes.
	III. Expand the use of individualized budgets & independent contractors to further choice.	Individualized budget used & contractors in place.	Track, monitor, and evaluate program changes. Continue to support and encourage individual/integrated activities in the community. Explore re-opening RFQ for individual providers.
	III. Partner with DDD to inventory the community markers that help a community to be welcoming		Include city and county neighborhood offices to in community inventory.

Goal: Aging			
OBJECTIVES	ACTIVITIES	CURRENT STATUS	NEXT STEPS
1. Create community focus on aging issues.	I. Work with Area Agency on Aging, advocates and providers in DD and aging community to identify common issues. II. Develop at least two joint training sessions. III. Identify current generic options available.		Meet with interested parties to develop plan and trainings. Identify possible generic leisure activities for seniors. Work with local Area Agency On Aging to discuss training needs.
2. Develop options for retirement.	I. Increase participation in generic senior community associations & activities. II. Evaluate support needs of generic options.		Collect data on available senior opportunities.

Goal: Community Information, Advocacy, and Legislation			
OBJECTIVES	ACTIVITIES	CURRENT STATUS	NEXT STEPS
1. Expand presence with State Legislature and local elected officials.	I. Conduct annual meeting with local legislators. II. Develop and implement legislative agenda. III. Track state and federal legislation.	Meetings held each December. Annual Legislative Currently tracking 2003 beyond.	Meet prior to 2004 Legislative Session. Identify agenda for 2004. Identify impact of Olmstead, SSP, IDEA, & other state/federal legislation.
2. Support Clark County Parent Coalition (CPC).	I. Provide information to PC regarding DDAB activities	PC receives DDAB mailing and attends meetings.	Survey for satisfaction in fall of 2003.

<p>3. Improve supports to families of children with disabilities; respite, family support, personal care.</p>	<p>II. Receive regular reports of PC activities.</p>	<p>Reports received at DDAB meetings.</p>	<p>Continue regular updates.</p>
	<p>1. Develop local Leadership Training related to Developmental Disabilities.</p>	<p>2002/2003 Leadership Training completed.</p>	<p>Participants working on internships.</p>
<p>4. Increase community capacity by expanding availability of information to the community.</p>	<p>II. Develop service & resource listings.</p>		<p>Implement additional Leadership training during 2005.</p>
	<p>III. Create plan for implementing Real Choices Grant.</p>		<p>Collect various descriptions & combine.</p>
	<p>I. Provide training, TA, & information to community members.</p>		<p>Develop core community training plan</p>
	<p>II. Enhance and use internet Home Page</p>	<p>Interim Home Page developed as part of the County Web site.</p>	<p>Increase information available through the County Web site.</p>
	<p>III. Explore development of Media Plan.</p>		

Goal : County Customer Service			
<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>CURRENT STATUS</i>	<i>NEXT STEPS</i>
1. Conduct quality reviews of programs and services.	I. Evaluate programs annually. Conduct on-site visits a minimum of once per biennium.	Programs evaluated through 2003. Evaluations conducted in May using risk analysis process	Continue evaluation process.
2. Update comprehensive plan annually, always with community input.	II. Report to DDAB quarterly		Work with Indiana University and WISE, and others to implement evaluation system for Murdock Grant.
	I. Improve data systems on services and outcomes for contracted services.	Developed new data system.	Implement new data management system and database.
	II. Review accomplishments annually		Publish as part of report out on the plan.
	III. Create focus on quality, access, cost containment, and appropriate utilization of services.		
3. Improve County administrative capacity to implement and improve plans and services.	I. Maintain staff as needed for program implementation.	Fully staffed.	Expand the effective use of interns.

APPENDIX

SUMMARY OF PLAN DEVELOPMENT PROCESS

The Clark County Developmental Disabilities Advisory Board (DDAB) began the development of this third comprehensive long-range plan in late 2001. Technical consultants continued working with the advisory board to facilitate the plan design and development process. Numerous meetings of the board were conducted to establish the mission, goal areas, values, and general plan content. During this time demographic and program information was also gathered.

A series of eight public meetings were conducted in the fall of 2002 by the DDAB to receive community input regarding services and future directions of services for people with developmental disabilities. The meetings were held in a variety of locations throughout the county and at a variety of times to encourage the broadest community participation possible.

Several clear priorities emerged from this community meeting process and they were incorporated into the goals of this comprehensive plan. Priorities that were developed should be considered in light of the following:

- There was strong support at all of the meetings for the goals and goal areas that have been developed by the Developmental Disabilities Advisory Board.
- There was strong support for the underlying values of choice, inclusion, partnership, and access as these issues pertain to the lives of people with developmental disabilities and their families.
- There was remarkable consistency in the priorities developed at each community meeting. *Employment* rated far above any other goals listed.

Final plan development followed the community meetings and a draft plan was written for advisory board review. The DDAB held a work session with the Board of County Commissioners. The comprehensive plan was reviewed at that time. Input from the County Commissioners was requested. This plan is reviewed annually with both the Board of County Commissioners and the community.

COUNTY DESCRIPTION

Clark County Demographics

Clark County is located in Southwestern Washington State, across the Columbia River from Portland, Oregon. Due to its location, the county is considered part of the greater Portland metropolitan area and therefore shares the economic and population growth of the region. It also competes with other counties in the region for economic development opportunities.

Throughout the 1990's Clark County experienced rapid growth and change. During the growth boom of the 1990's, the county was rapidly re-shaped from a largely suburban-rural community to one with a

sizable urban population. By the 2000 census, major high tech manufacturing and other industries had located in Clark County and the nature of the community had changed dramatically. Two-thirds of the population growth since the 2000 census has been migration from outside the county.

Growth in Clark County in the past ten years has resulted in a 41 percent increase in population. Both established communities and the even more aggressive development of large suburbs have replaced much of the rural land that once existed within the county. Business development is now dispersed throughout the county, with particular development in East County.

The 2000 census found that Clark County had grown to 345,238 people. This was a 45 percent increase over the 1990 census figures. Washington State Office of Financial Management estimates that in 2002 the population of Clark County has grown to 363,400. In spite of the slumping economy throughout Washington, Clark County's population has continued to grow at almost three times the state rate. Clark County continues to be the fifth largest county in terms of population and 35th out of the 39 counties in Washington State in terms of land area, making this county a densely populated community.

Employment

Employment in Clark County grew rapidly during the 1990's as business continued to settle in this community. Employment Security reported that between 1990 and 2000, there was a 44.5 percent increase in the number of jobs in the county. Many of the jobs that were developed during that time were in the electronics and technology fields.

The unemployment rate for Clark County in 2000 was 4.2 percent. This was considerably less than the state unemployment rate of 5.2 percent for the same year. Since that time unemployment has soared in both Washington State and Clark County. Currently Washington's unemployment rate is 7.3 percent while Clark County's unemployment rate reached a 19-year high in April of 2003 when it was 9.9 percent.

Clark County's reliance on the technology and manufacturing sectors for employment resulted in this community being particularly hard hit by the recent recession. While job growth has stalled, there are signs that things will be changing. Employment Security reports that the news is beginning to improve although recovery is likely to lag and be weaker than the rest of the nation.

Over the last 15 years, people with developmental disabilities have steadily moved into the community workforce. Before 1990, 37 percent of the employed adults were working in community businesses. By the end of 2002, 87 percent of the working adults were either employed or looking for work in community businesses located throughout Clark County. Both private and public sector employers have responded positively to hiring people not previously part of their workforce. This trend is expected to continue as more and more employers become aware of the contributions that people with developmental disabilities can make to their companies.

Housing

Population growth and low interest rates have continued to stimulate the housing market in Clark County. The median price of a home in the county is now \$163,000. The median family income, based on federal data, is \$65,800. Rents have continued to rise and now range from \$625 to \$1073 for one to three bedroom units. A recent national publication expressed concern that people with disabilities are being priced out of the housing market.

Vacancy rates in apartments are reported to be currently at 6.2% percent.

As prices rise, affordability has become an issue for all county residents, particularly those who have low (50 percent of median income) or very low (30 percent of median income) incomes. Most adults with developmental disabilities have stable, low or very low incomes, making affordable, safe, and sometimes accessible housing a significant issue.

Since the last Comprehensive Plan, there has been considerable effort to increase the affordable and accessible housing stock available to people with developmental disabilities. In the fall of 1997, this housing stock was increased with the opening of Teammates Condominiums. These eight units are both affordable and accessible. They represented a unique public/private partnership between families, young adults with disabilities, and housing financiers. Since that time several additional projects have been developed. The most recent project is Cascadia Village, which will open January 2004 and will include more opportunities for home ownership. In spite of the progress that has been made, affordable, safe housing continues to be an issue for people with disabilities.

Transportation

Public transportation in a variety of forms is critical to individuals with developmental disabilities and their families. Most adults with developmental disabilities do not drive and are therefore dependent on public transportation to get to work, to school, to reach recreation/leisure opportunities, to shop, and carry on any activity in the community. While many individuals use the fixed route buses very successfully, others need a more specialized and supportive service to get from place to place.

The Clark County Public Transportation Benefit Area, otherwise known as C-Tran, began countywide service in 1981.

Fixed route service is provided in urban areas, and some rural areas, as well as a commuter service to Portland, Oregon. The commuter service connects directly to Portland's fixed route and light rail system.

During 1995 the C-Tran buses became bicycle rack-equipped and lift-equipped on all Clark County routes. The use of lift activations for wheelchairs and scooters as well as the bicycle rack usage increased substantially as soon as these features became available. With these advances, the use of fixed route serve should be encouraged as much as possible.

C-Van is the specialized paratransit service operated by C-Tran. Specialized service has been operating since 1983 and is a door to door or curb to curb service that parallels C-Tran. It is designed for individuals who are elderly or have a disability and who are unable to ride the fixed route buses. Like C-Tran, C-Van has experienced a dramatic increase in ridership and requests for rides as dependability, service availability, and awareness have improved. C-Van currently provides 14,000 passenger rides each month and travels over 92,000 miles. The need and requests for this service is expected to continue to grow as the county's population ages and people with disabilities continue to be increasingly employed in community businesses and active in community events.

C-Tran has redesigned its mobility training service. As a means of increasing efficiency, this service has evolved to a "train the trainer" model. Caregivers, families and others are all encouraged to learn how to train individuals to use the public transit system.

C-Tran has continued to experience growth in spite of significant budget cuts and fare increases. During 2002, C-Tran provided 6.4 million rides which was an increase of 250,000 rides over 2001. Lack of current service to some areas in the county has been a consistent problem both for individuals with disabilities living in the rural areas of the county and for businesses that would otherwise hire individuals with disabilities. In the fall of 1999 Initiative I-695 passed and this reduced C-Tran's revenue by 40 percent. Continued budget short falls has further stretched the transit budget. The agency with significant community input has tried to minimize the impact of the cuts. Some service reduction has taken place. New service models are being tried in areas where fixed route service has been reduced. C-Tran is presently exploring the options of increasing local revenue through a variety of innovative strategies as well as a local tax strategy.

Ethnic Diversity

Clark County continues to see steady increases in ethnic diversity. Although 88 percent of the population is white, according to the 2000 Census, this is down from 97 percent white in 1990.

Disabilities

Three out of every one-hundred people or 3 percent of the population (i.e. 10,902 Clark County residents in 2002) have some kind of developmental disability according to national prevalence formulas.

Approximately 6,178 people (1.7 percent of the total county population in 2002) have a severe disability and are eligible for developmental disabilities services.

COMMUNITY STRENGTHS

Clark County has a rich variety of strengths and resources. A major asset is its location. The county offers a smaller, quieter lifestyle while being in close proximity to the major city of Portland, Oregon. Being a geographically small county, most areas whether urban, suburban, or rural are within a short distance of each other and people are fairly familiar with all of the areas in the county.

There continues to be a growing awareness of community in Clark County. The City of Vancouver, the City of Camas, and Clark County have active Neighborhood Associations. These groups have access to government officials, recognized places to bring concerns, and opportunities to solve their own problems.

There are numerous other associations throughout Clark County that mobilize the capacities of individuals. Leadership Clark County is an example of an association created to identify and empower people to participate in the community. It provides an opportunity to identify and mentor community leadership. There are a variety of other service organizations, churches, youth sports groups, clubs, and political associations that are also active. These associations, together with the efforts of local individuals, are the basic community building resources in the county.

Along with individuals and local citizen associations, Clark County has a vast array of public, private, and non-profit institutions. Institutions such as Clark College, Washington State University, Southwest Washington Medical Center, Fort Vancouver Library, police and fire departments, school districts, Chambers of Commerce and local governments represent a significant concentration of resources. Many of the leaders of these institutions locally clearly lead their organizations to contribute to the social, physical, and economic health of this community.

During the next five years some of the focus of this plan will be to find ways for people with developmental disabilities to increase participation in the local associations and institutions. Whether through their jobs, education, joining clubs or churches, or through youth activities people with disabilities have the desire and ability to make unique contributions to their local community.

COMMUNITY PARTNERSHIPS

The ability of groups in Clark County to work together for local solutions to local problems is one of the community's greatest assets. Some examples of broad community partnerships can be found in all segments of the community. Community Choices 2010 is a community effort, by the Vancouver Chamber of Commerce, and supported by Southwest Washington Medical Center, Kaiser Permanente and Burgerville Corporation. This effort was organized to look at health, well being, and quality of life, that residents of Clark County want to achieve by the year 2010.

Identity Clark County is a response to the Vancouver Chamber of Commerce, City of Vancouver, Clark County, and other public entities seeking to stimulate community development in Vancouver and Clark County through corporate leadership. The private sector is stepping forward to pull together the community around common agendas for economic expansion and vitality.

Business and education have partnered locally to increase the effectiveness of local schools in graduating successful employees of the future.

Community partnerships like these have become critical to children and adults with developmental disabilities. Clark County's tremendous population growth, increased demand for services, and the potential for flat or reduced public funding makes the need for expanding these partnerships essential. Some collaborative efforts have already demonstrated the effectiveness of this approach. Since the fall of 1989, local school districts, Educational Service District (ESD) #112, and Clark County Developmental Disabilities have jointly participated in the funding and delivery of services to children birth to three.

This collaboration between the county and schools has insured the opportunity for access to early intervention services for all children birth to three and their families. It has also expanded service options for these children and eased the transition for families to school district programs while maximizing the resources available to both systems.

Partnerships with the local business community have expanded the availability of community based jobs for adults with developmental disabilities. Employers are increasingly aware of the positive contributions that people with disabilities can make to their businesses. These employers in turn often promote further hiring with other businesses. Major companies, small business, and government agencies are all involved and this is expected to continue in spite of difficult economic times.

POLICY CHANGES

External During the last 25-30 years major policy shifts have occurred. There have been

significant changes in the way services and supports are provided to people with developmental disabilities and their families. Few other human service fields have experienced as great a rate of social, educational, and technological change. The following represent the external policy changes that have had the most impact on local services and the local service system:

1974

Division of Developmental Disabilities Established

Washington State established a separate division of the Department of Social and Health Services to carry out the intent of legislation for people with developmental disabilities. This included the development of community services, which was a major change from the service delivery system that had been offered in institutions.

1975

Education For All Act - Public Law 94-142

The federal law mandating public education for everyone has perhaps had more impact than any other single policy change. Individuals with developmental disabilities no longer had to be institutionalized in order to receive formal training or educational opportunities. The trend quickly moved toward maintaining children with their families in their communities and developing services for adults so that they might also be able to live in local communities. Washington State's mandatory education law preceded this federal law.

1982

Employment Instead Of Activities

In 1982, Washington State took the position that most people with developmental disabilities could work and could earn wages. It was required that services funded through the state be work oriented. Activity centers and living skills training which were to prepare people to enter sheltered workshops were no longer eligible for funding. Sheltered workshops that provided people with contract work were expanded and developed throughout the state.

1983

Habilitation Rights Act

Washington State legislature in 1983 passed a law requiring that to the extent funds are available, every eligible individual with developmental disabilities be provided adequate habilitative services. Habilitative services include employment, education, vocational habilitation, therapy and related services.

This law made vocational/day program services available to all to the extent that funds were available.

Title XIX Waiver

Federal policy shifts toward community based services allowed states to use Title XIX dollars for community services. Previously these dollars could only be used in institutions. Waivers are limited to an approved number and must be agreed upon by the federal funding agency.

1985

U.S. Department of Education, Office of Special Education and Rehabilitative Services and the Department of Health and Human Services

Funding was appropriated at that time to assist 27 states in converting large portions of their service systems to supported employment. Washington State received one of the first grants to stimulate employment in normal work settings.

The Developmental Disabilities Act

This legislation augmented the funding for the 27 states to convert to supported employment. Grants to the states were for demonstration projects and business development.

1986

Rehabilitation Act Amendments

Amendments to this act provided Title 6-C funds for all states to participate in supported employment. A major outcome of this funding has been to elevate the expectations for people with developmental disabilities across the nation.

Amendments to Social Security Act

By 1986 it was consistently demonstrated through a program called Supported Employment that people with developmental disabilities could work in regular jobs in the community when the appropriate supports were provided. They could be successful as well as more economically independent. National policy made a dramatic shift at this time with the passage of amendments to the Social Security Act that provided incentives for working to individuals receiving Supplemental Security Income (SSI). In addition, individuals who became employed in the community were no longer at risk of losing Medicaid coverage.

Washington State System Change

Following the federal change in policy, the state notified counties, in the fall of 1986, that the State of Washington was making a systems change by converting 34 percent of its existing system to Supported Employment. This was to be done during the 1987-1989 biennium and counties were also expected to make that change. Not only did this represent a policy change to Supported Employment, but it also represented a change for people with developmental disabilities toward an opportunity for more individualized supports and more consumer choice. The goal of 34 percent was exceeded by both Washington State and Clark County.

Amendments to the Education For All Act 99-457

This legislation provided substantial incentives for states to provide comprehensive, coordinated services to children birth to six and their families. Although Washington State has had mandated services for 3-5 year olds since 1984, children birth to three have traditionally been served by developmental disabilities services alone. The focus of this

legislation shifts the emphasis of services to supporting and empowering families while encouraging collaboration at the community level.

1987

Omnibus Budget Reconciliation Act (OBRA)

This federal act addressed the inappropriate placement into nursing homes of people with mental retardation, mental illness, or other closely related conditions. It required states to take specific action to move people to appropriate alternative residential settings. For people who have developmental disabilities, it required that active treatment or day program services be provided. State funding was appropriated in the 1989 legislative session to accomplish this. This legislation recognized that individuals with developmental disabilities do not belong in medical/institutional settings unless there are medical reasons.

1989

Institutional Downsizing

The Washington State legislature in 1989 also made a major policy shift when it decided to implement a plan for downsizing Washington's institutions for people with developmental disabilities. This plan was in response to the federal decertification of one institution and probable future certification problems in others. Persons leaving state institutions are to be funded for the supports they need in the community for successful integration. The decision to not increase the resources in the institutions represents a change in Washington's service delivery system.

State Run Community Residential Services

The Department of Social and Health Services, Division of Developmental Disabilities, embarked on a plan to develop community based residential services run by state employees. This policy change has the potential to collapse the current system of private providers that has contracted with the state for many years. Although there is tremendous community opposition to this decision, the department proceeded to make this policy change. Legislation set limits on the number of state operated services that could be developed during 1990.

1990

Americans With Disabilities Act

This legislation addressed civil rights issues of all persons with disabilities. It focuses mainly on employment, public accommodations, transportation, and communication. Under this act if a person with disabilities is qualified to do a job, an employer cannot refuse the person due to disability. Employers are required to make certain job modifications and possibly communication services are to be required of employers. All public accommodations have to be accessible. Publicly funded transportation is required by a certain date to have all bus purchases be accessible.

IDEA

Congress amended the Education of the Handicapped Act while reauthorizing its discretionary programs for five years. Renamed the Individuals With Disabilities Education Act (IDEA), the special education law puts new emphasis on meeting the needs of minorities with disabilities, improving personnel recruitment and retention, and advancing early intervention services. IDEA now mandates that schools help students with disabilities plan for when they leave school, and authorizes a one-time grants program aimed at improving transition services. Individuals With Disabilities Education Act, P.L. 101-476.

1992

Rehabilitation Act Amendments

In 1920 the federal-state vocational rehabilitation program was established. On many occasions this act has been revised to improve the range of vocationally related services available to people with disabilities. The Rehabilitation Act of 1973 had its most recent reauthorization and amendments in 1986.

Congress in 1992 again reauthorized and revised the programs established by the Rehabilitation Act of 1973. Some of the intended outcomes of the revisions are:

1. To improve the functioning of the vocational rehabilitation system by streamlining access, expanding services to those people with the most severe disabilities, improve interagency relationships and increase the involvement of the business community.
2. To promote the independent living philosophy.
3. To increase the choice and involvement of people with disabilities.
4. To increase the accountability and quality of services at all levels.

County Guidelines

The combined efforts of the state, counties, vendors, and citizen groups produced guidelines for counties that provide a vision for promoting the inclusion of people with disabilities into community life. They provide a foundation for the planning each county is required to do and finally provide strategies for using state and local funds as well as personal influence to achieve the desired benefits. All activities being evaluated are based on the benefits of: Power & Choice, Relationships, Status/Contribution, Integration, Competence, and Health & Safety.

The Legislative Budget Committee (LBC)

The Legislative Budget Committee (LBC) was authorized to do a three-part study of the Division of Developmental Disabilities, with its final recommendations being offered in January 1993. The study focused primarily on the residential needs of people living in institutions (RHCs). The study concluded that many people could move out of the RHCs and that they would have better lives. They also found it was much more cost effective for people to live in the community.

1993

School-To-Work Opportunities Act

This legislation is a vision for what will be available to all students. It lays out the components that programs must include in order to receive funding: Work-based learning, school-based learning, and connecting activities. Programs including these basic components are funded through state implementation grants, federal implementation grants to partnerships, and federal grants to programs in high poverty areas. These components must be coordinated, with work and school-based learning integrated.

Washington Education Reform

The Washington State Legislature passed legislation that encourages schools within local school districts to apply for funding that changes how education is delivered in that building. It encourages innovation and reform for better educational outcomes for all students.

Closure of Interlake School

The budget for the State of Washington during 1993-1995 required the closure of this state institution. Families were allowed to choose movement into the community or another state institution. This was the first of Washington's RHC's (institutions) to close. Parts of other RHC's were converted to nursing homes to reduce costs. Closure of this RHC began a direction already taken by many states toward services in the community for all persons with developmental disabilities.

1994

Initiative 601

This Initiative, passed at the 1994 General Election, sets spending limits on General Fund State dollars in Washington State. The limit is calculated using a set of factors including population, personal income, previous spending, etc. Annual budgeting is required so that the Office of Financial Management can adjust the limit for each fiscal year as directed by the law. Funds that are not expended during the fiscal year revert to the General Fund and reduce the state spending limit for the next fiscal year.

1995

SB 5800

This legislation passed in the State of Washington during the 1995 Legislative Session. It became effective July, 1995. It shifts funds as available from state institutions to services in the community. The entire budget has to be in balance for this to happen, but it again sets some policy direction and potentially some future fiscal directions.

Managed Care Feasibility Study

The State of Washington Budget for 1995-1997 required the Division of Developmental Disabilities to conduct a study of how a managed care environment might impact services for people with developmental disabilities. The study is underway and small projects are being implemented in many parts of Washington State.

1996

Family Support 96

Beginning July of 1996 significant changes are to take place in the current Family Support Program. The program will be changing from a long term to a short term method of service delivery. There will be movement away from a system driven by out of home placement requests and there will be more use of community and natural supports. The intent is to increase access and flexibility while building on the support systems that many families already have. Over time all Family Support will be converted to this new system.

1997

IDEA Reauthorization

(see Appendix) IDEA, also known as Individuals with Disabilities Education Act (1991), is the amended version of the Education of the Handicapped Act (1975). It was reauthorized in May of 1997. Several assaults had been made on this law by a variety of groups prior to its final reauthorization.

The law currently requires local school systems to provide a free appropriate education for children with disabilities. Federal funds are available to states for elementary and high school education only after a state has a federally approved plan for educating children with disabilities. In addition, IDEA requires participating states to establish

specific administrative procedures by which parents or legal guardians may challenge the identification, evaluation, or educational placement of the children. Requirements of the law are conditions of federal assistance or duties arising from participation in this voluntary federal program.

IDEA has provided millions of students with disabilities access to a free and appropriate education, but the law imposes significant costs and administrative burdens. Although IDEA currently includes a provision authorizing the federal government to pay up to 40 percent of services to be provided under the law, only about 8 percent is currently appropriated. The law also limits the flexibility of states and local governments to combine IDEA funds with other funding streams to meet the unique needs of their children.

The resolution of disputes under the Act also has become overly litigious and has added to implementation costs. Currently, local agency decisions may be challenged in either state or federal court. Changes that have actually been made to IDEA for the most part reinforce the commitment to educate all children. Federal funding for schools and special education will actually increase to more approach the original commitment made in the law. After a certain level school districts will be allowed to shift up to 20 percent of their state funding as long as all children with disabilities are served.

Students in special education who have challenging behavior or who could be a safety risk to themselves or others can now be served in an alternative way for up to forty-five days. This section can be a problem if it is misused or the nature of a students' disability is not clearly taken into consideration by staff.

The Arc, as well as the Consortium for Citizens with Disabilities Education Task Force, have examined the reauthorization and found it to be "fair and balanced," and that it will "maintain the right to a free, appropriate public education for all children with disabilities." The bill strengthens parental participation in all aspects of IDEA and it provides essential supports to parents and school personnel through training, technical assistance and research activities. The bill also reduces the paperwork burdens for schools, and will reduce the need for litigation because of a new focus on alternative dispute resolutions.

1998

SSB 6751: Highlights from the bill include:

Section 1:

The intent of the law is to provide individuals with developmental disabilities, in partnership with their families and guardians, a complete range of choices as to where people with disabilities live...allowing to the maximum extent possible, that they not have to leave their home or community.

This intent affirms the policy of a complete array of options, including community services and residential habilitation centers. It also continues the policy to support individuals with developmental disabilities to live in their own communities whenever possible. It is the first time in state policy that the concept of "choice" by the individual and guardian is recognized and there is an expectation that publicly funded services be responsive and of reasonable quality.

Section 3:

Eligible people with developmental disabilities, whether they live in the community or RHC's, should have the opportunity to choose where they live. The RHC's are maintained at current level until June 30, 2003. To fill any vacancies under that limit, an adult must have an assessed need that requires the funded level of resources provided by RHC's. *This allows the restricted choice of admittance to RHCs for only those who have severe needs.*

An RHC admittance may not be offered unless an appropriate community support service is also offered.

Community support services must be paid by funds specifically designated in the budget. When these funds are exhausted, the department may not offer admittance to an RHC.

Section 4:

From now until June 30, 2003, DDD will develop an outreach program to make all eligible clients and applicants aware of all service options.

Section 7:

DDD was to identify all persons with developmental disabilities who are eligible for services and whether they are served, unserved, or underserved. DDD gathered data on services and supports required by people with developmental disabilities and their families and the cost of providing those services.

The information gathered will be used by DDD, with the participation of a DDD Stakeholders work group to develop a long-term strategic plan in 3 phases beginning December 1, 1998, December 1, 2000, and December 1, 2002. The plan must include budget and statutory recommendations intended to secure for all persons with developmental disabilities the opportunity to choose where they live and the supports they need.

Section 8:

The DDD Stakeholders group was established to develop recommendations on future directions and strategies for service delivery improvement, including an agreement on the respective roles of the RHCs and community support services, focusing on resources for people in need of services.

1999

Work Incentives Improvement Act of 1999

The Work incentives Improvement Act allows people with disabilities to keep their healthcare buy-in into Medicaid. People with disabilities no longer have to choose care when they return to work by allowing them to retain their Medicare and between work and health care coverage. WIAA will also modernize the employment services system by creating a "ticket" that will enable Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) beneficiaries to go to any of a number of public or private providers for vocational rehabilitation.

Reaffirmation of County Guidelines

The State of Washington Counties re-issued the County Guidelines. This reinforced the commitment of both the State and County values and quality indicators depicted in this document.

The OLMSTEAD DECISION

The Olmstead decision is a landmark case for people with disabilities that upheld the right of people to live in the least restrictive setting appropriate to their needs. Two Georgia women whose disabilities include mental retardation and mental illness brought the Olmstead case against the State of Georgia. At the time the suit was filed, both plaintiffs lived in State-run institutions, despite the fact that their treatment professionals had determined that they could be appropriately served in a community setting.

The plaintiffs asserted that continued institutionalization was a violation of their right under the ADA to live in the most integrated setting appropriate. The State of Georgia continued to appeal the decision at each level. In 1999, the Supreme Court upheld the lower court finding that states must administer their services, programs, and activities “in the most integrated setting appropriate to the needs of qualified individuals with disabilities.”

The court stated directly that “Unjustified isolation...is properly regarded as discrimination based on disability.” It observed that “institutional placement of persons who can handle and benefit from community settings perpetuates unwarranted assumptions that persons so isolated are incapable or unworthy of participating in community life.”

Washington: The Arc of Washington State et al. v. Lyle Quasim et al.

Filed in November 1999, this class action complaint alleges that Washington is in violation of federal Medicaid law and the ADA by failing to provide Medicaid long-term services with reasonable promptness to otherwise eligible individuals with developmental disabilities. The complaint alleges that there are several thousand individuals with developmental disabilities in need of Medicaid funded services or current Medicaid recipients who would benefit from additional services.

In rulings thus far in this litigation, the District Court has determined that: (a) eligibility for ICF/MR services does not suffice to establish an entitlement to HCB waiver services and (b) Medicaid law in fact does require services to be furnished with reasonable promptness. In December 2000, the Court granted the state’s motion for a summary judgment to deny the plaintiff’s ADA claims. The plaintiffs had claimed that the ADA requires that, if a state makes MCB waiver services available to some individuals with disabilities, it must furnish such services to all similarly situated individuals. The Court ruled that the ADA is not a basis for ordering a state to increase its limit on the number of individuals who may receive HCB waiver services because such an order would require the state to make a “fundamental alteration” in its services. The Court also ruled on three other motions.

The plaintiffs have indicated that they intend to raise two additional issues: (a) that current HCBS waiver participants are not receiving all services to which they are entitled and (b) persons who are eligible for ICF/MR services have not received them with reasonable promptness.

At present, the court has ruled that the agreed upon settlement should not stand. Litigation is expected to continue in the fall of 2003.

Income

The social security Administration (SSA) administers the State's Mandatory State Supplementary program. The payment amount is determined by the Minimum Level (MIL) established at the time of the conversion in December 1973.

Beginning July 2002, pursuant to Engrossed Substitute Senate Bill (ESSB) 6387, the State Administers its Optional State Supplementary Payments (SSP) for Blind, Aged or Disabled individuals eligible for services from the Division of Developmental Disabilities (DDD). SSA continues to administer the Optional State Supplementary Payments for Blind, Aged or Disabled individuals with an ineligible spouse. This plan applies only to those Blind, Aged or Disabled individuals eligible for services from the Division of Developmental Disabilities. The plan for individuals with an ineligible spouse is separate and is managed by the Economic Services Administration of the Department of Social and Health Services.

As of June 25, 2002, the eligibility criteria for the Developmental Disabilities State Supplementary Payment program are as follows:

- Be a client of DDD AND
- Be eligible to receive a Supplemental Security Income (SSI) payment, AND
- Must have received a state-only funded DDD service (Residential, Voluntary Placement, Family Support or High School Transition (employment or other day program) in the prior year and still be in need of this service.

The amount of money available in each client's SSP will vary according to the service or support need of the individual. The exact amount will be determined by DDD, but it will be based on the prior year's expenditures for the state service needed by the SSP recipient.

For persons receiving Residential, Voluntary Placement, or High School Transition Programs, SSP payments will be based on the amount of state dollars paid for the service(s) in the prior year, as adjusted for rate increase or decreases in the current year. A client will be required to demonstrate his or her continued purchase of needed residential, voluntary placement or employment or day program services in order to continue to receive SSP. Funds for employment or day program services must be spent on county contracted services.

GLOSSARY

AL	Alternative Living
The Arc	(formerly known as) Association for Retarded Citizens
CDBG	Community Development Block Grant
DDAB	Developmental Disabilities Advisory Board
DCS	Department of Community Services
DDD	Division of Developmental Disabilities
DEVELOPMENTAL DISABILITY	A disability attributable to mental retardation, cerebral palsy, epilepsy, autism, another neurological or other condition closely related to mental retardation. Originates before age 18. Is expected to continue indefinitely and constitutes a substantial handicap.
DSHS	Department of Social and Health Services
DVR	Division of Vocational Rehabilitation
ESD	Educational Service District
FRC	Family Resource Coordinator – an individual who provides assistance, support, and coordinates resources for families of children birth to three.
IRWE	Impairment Related Work Expenses
ITS	Intensive Tenant Support
IQ	Intelligence Quotient
MIS	Management Information System
OBRA	Omnibus Budget Reconciliation Act
OFM	Office of Fiscal Management
OSPI	Office of Superintendent of Public Instruction
PASS	Plan for Achieving Self Support
RCW	Revised Code of Washington (State Law)
RFP	Request for Proposal
RFQ	Request for Qualifications
SSI	Supplemental Security Income
SSP	State Supplemental Payment
SUPPORTS	Supports are those activities which enhance individuals abilities by assisting each person to grow in personal relationships, to have choices, to have a valued social role and to be participating members of the community with ordinary living experiences.

SWIRL	Southwest Washington Independent Recreation and Leisure
TRANSITION	A process by which parents and the student, in collaboration with the appropriate adult programs, carefully plan for the type of public school experiences and community services which will most likely lead to a quality, productive life for the student.
TS	Tenant Support
VHA	Vancouver Housing Authority
WAC	Washington Administrative Code
WISE	Washington Initiative for Supported Employment

*SPECIALIZED ADULT DAY PROGRAM TRENDS				
	Supported Employment	Specialize d Industries	Community Access	TOTAL
Prior to Jul 88	11	154	0	165
Jun 89	61	102	12	175
Jun 90	76	87	12	175
Jun 91	91	92	16	199
Jun 92	145	85	22	252
Jun 93	149	81	23	253
Dec 94	176	60	26	262
Dec 95	175	60	30	265
Jun 96	179	59	32	270
Jun 97	185	65	32	282
Jun 98	194	63	42	299
Jun 99	229	64	48	341
Jun 00	241	66	52	359
Jun 01	247	64	54	365
Jun 02	238	52	62	352
Jun 03	241	47	102	390
Unserved	84	1	33	118
* Does not include young adults graduating in 2003				

CLARK COUNTY - EMPLOYMENT TRENDS 1985 - 2003

[illegible]

NUMBER OF PEOPLE SERVED														
	1985	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Supported Employment	0	96	145	149	176	175	185	206	206	229	241	251	238	241
Specialized Industries	168	90	85	81	60	60	65	63	65	64	64	60	52	47
Employer Supported	0	13	20	20+	25+	30+	36+	36+	36+	36+	36+	36+	36	36
TOTAL	168	199	250	250	261	239	286	305	307	329	341	347	326	324

AVERAGE MONTHLY WAGES													
Supported Employment	1985		1991	1992	1993	1995	1996	1997	1998	1999	2000	2002	2003
	0	Individual Supported Employment	\$417	\$440	\$433*	\$445**	\$433***	\$442	\$476	\$605	\$610	\$673	\$657
		Group Supported Employment	\$267	\$259	\$213	\$213	\$257	\$275	\$270	\$299	\$306	\$330	\$331
Specialized industries	\$22	Specialized industries	\$54	\$71	\$63	\$71	\$83	\$84	\$73	\$87	\$88	\$79	\$94

*Includes programs serving those individuals who are medically fragile or have other unusual needs.

CLARK COUNTY DEVELOPMENTAL DISABILITIES

UNSERVED and REQUESTED SPECIALIZED SERVICE NEEDS (Adult Population Only)

<i>DAY PROGRAM:</i>				
	SUPPORTED EMPLOYMENT	SPECIALIZED INDUSTRIES	COMMUNITY ACCESS	TOTAL
7/88	Unknown	Unknown	Unknown	Unknown
7/89	72	10	18	100
7/90	117	16	27	160
7/91	138	19	32	189
*3/92	102	8	26	136
7/93	70	11	29	110
7/94	42	7	9	58
**3/96	24	4	23	51
***4/97	8	5	19	32
****5/98	18	5	22	45
*****3/99	86	13	37	136
*****2/00	111	17	33	161
*****3/01	120	10	33	163
*****5/03	84	1	33	118

Caution: official data on unserved individuals (as compiled by the state) represents only a fraction of the total unserved population demographic estimates based on prevalence formulas.

- * Based on actual state case services data updated during first quarter, 1992.
- ** Based on actual state case services data updated during March 1996.
- *** Based on actual state case services data updated during April 1997.
- **** Based on actual state case services data updated during May 1998.
- ***** Based on actual state case services data updated during March 1999.
- ***** Based on actual state case services data updated during February 2000.
- ***** Based on actual state case services data updated during March 2001.
- ***** Based on actual state case services data updated during May 2003.
- ***** Does not include 42 young adults graduating from special education.